TEACHING AND TRAINING STANDARDS

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NEVADA DEPARTMENT OF EDUCATION

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VISION

All Nevadans ready for success in the 21st century

MISSION

*To improve student achievement and educator effectiveness by ensuring opportunities,
facilitating learning, and promoting excellence*

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Teaching and Training program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Teaching and Training program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their Teaching and Training program. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name: Teaching and Training   Standards Reference Code: **CODE**

Example: CODE.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Teaching and Training	2	3	4

CONTENT STANDARD 1.0 :   EXAMINE CAREERS AND PROFESSIONAL PRACTICES

PERFORMANCE STANDARD 1.1 :   EXPLORE POSTSECONDARY OPTIONS AND CAREER PATHWAYS

1.1.1   Analyze career paths, opportunities, and benefits of pursuing careers in Teaching and Training

1.1.2   Describe specific work environments, salary, and benefits of Teaching and Training careers

1.1.3   Explain roles and functions of professionals in Teaching and Training careers

1.1.4   Examine entrepreneurial opportunities

1.1.5   Explore and participate in student and/or professional organizations

1.1.6   Assess the personal qualities and abilities to be effective in Teaching and Training careers

PERFORMANCE STANDARD 1.2 :   EXAMINE ETHICAL STANDARDS AND PROFESSIONAL PRACTICES

1.2.1   Demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, etc.)

1.2.2   Evaluate ethical standards and regulations established by employers or affiliated associations (e.g., Model Code of Ethics for Educators, State Performance Measures, Society of Human Resources Management Code of Ethics, Association Contracts, etc.)

1.2.3   Analyze ethical dilemmas and determine course of action

1.2.4   Examine professional compliance requirements (e.g., lesson plans, attendance procedures, progressive discipline, etc.)

1.2.5   Demonstrate professionalism appropriate to the educational setting (e.g., communication, dress, behavior, etc.)

1.2.6   Examine federal, state, and local education laws

PERFORMANCE STANDARD 1.3 :   ENGAGE IN COLLABORATION AND CONTINUOUS LEARNING

1.3.1   Explain the value of collaborative teams

1.3.2   Demonstrate the ability to work productively in a collaborative team

1.3.3   Research credentialing and certification, and ongoing professional development (e.g., orientation, continuing education, staying current, site-based collaboration, etc.)

PERFORMANCE STANDARD 1.4 :   PERFORM REFLECTIVE PRACTICES

1.4.1   Develop objectives based on intended outcomes

1.4.2   Assess the impact of practice on the learner

1.4.3   Examine the function of portfolios

1.4.4   Demonstrate the ability to provide, receive, and respond to constructive feedback

PERFORMANCE STANDARD 1.5 :   EXPLORE ADVOCACY
1.5.1   Explore various methods of advocacy
1.5.2   Examine Impact and role of Teaching and Training careers on local, state, national, and global economies
1.5.3   Analyze local, state, and national legislation and public policy
1.5.4   Discuss the significance and value of Teaching and Training careers for the community

CONTENT STANDARD 2.0 :   ANALYZE FOUNDATIONS OF EDUCATION

PERFORMANCE STANDARD 2.1 :   EXPLORE THE HISTORY OF EDUCATION

2.1.1   Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori, etc.)

2.1.2   Describe the evolution of public and private schools

2.1.3   Compare and contrast past and present educational trends

2.1.4   Examine the evolution of educational policies (e.g., Nevada Law, Nevada Constitution, Federal Law, etc.)

PERFORMANCE STANDARD 2.2 :   EVALUATE THEORIES OF DEVELOPMENT AND LEARNING

2.2.1   Explain developmental domains (i.e., cognitive, physical, social-emotional)

2.2.2   Compare and contrast theories of development and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky, etc.)

2.2.3   Apply knowledge of developmental theories to meet the learner's individual needs in a group setting

PERFORMANCE STANDARD 2.3 :   INVESTIGATE EDUCATIONAL PHILOSOPHIES AND APPROACHES

2.3.1   Analyze educational philosophies (e.g., Constructivism, Behaviorism, Progressivism, etc.)

2.3.2   Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM, etc.)

2.3.3   Utilize teaching methods that reflect specific philosophies and approaches

PERFORMANCE STANDARD 2.4 :   INVESTIGATE RESEARCH IN EDUCATION

2.4.1   Explore research paradigms (i.e., quantitative, qualitative, and experimental)

2.4.2   Recognize the importance of evidence-based practices

2.4.3   Perform specific research methods to study educational problems (e.g., case study, action research, lesson study, etc.)

2.4.4   Analyze sample data (e.g., questionnaires, interviews, focus groups, experiments, observations, etc.)

2.4.5   Utilize findings from data analysis to inform decision making

CONTENT STANDARD 3.0 : ASSESS DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT

PERFORMANCE STANDARD 3.1 : **EXAMINE SOCIAL, CULTURAL, ECONOMIC, AND POLITICAL INFLUENCES**

3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability, etc.)

3.1.2 Analyze the causes of academic achievement gaps

3.1.3 Examine the history of race and class in the American education system

3.1.4 Explore the knowledge, skills, and culture that the diverse learner and their community bring to education

PERFORMANCE STANDARD 3.2 : **DEMONSTRATE CULTURALLY RESPONSIVE/RESPECTFUL TEACHING**

3.2.1 Create experiences that address the diversity of the learning community

3.2.2 Demonstrate the ability to connect educational content to diverse populations of learners

3.2.3 Provide materials and activities that affirm and respect diversity

3.2.4 Create safe and respectful learning environments for all learners

PERFORMANCE STANDARD 3.3 : **UTILIZE DIFFERENTIATED INSTRUCTION**

3.3.1 Explain the influence of developmental domains on instructional design

3.3.2 Utilize knowledge of developmental theories to meet the needs of diverse learners

3.3.3 Explain the environmental and biological factors that impact a person's ability to learn

3.3.4 Create goals for individual learners based on their developmental levels

3.3.5 Develop instruction based on various learning styles

CONTENT STANDARD 4.0 :   DESIGN INSTRUCTION

PERFORMANCE STANDARD 4.1 :   PLAN FOR INSTRUCTION

4.1.1   Analyze the types of information included in the educational standards for the state

4.1.2   Distinguish the difference between content standards and objectives

4.1.3   Compare and contrast different curricula for the same course or level

4.1.4   Explain the relationship between pacing guides, course plans, and instructional units

PERFORMANCE STANDARD 4.2 :   DEVELOP LESSON PLANS

4.2.1   Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture in instructional planning

4.2.2   Examine the components of an effective lesson plan

4.2.3   Develop educational objectives for diverse learners to meet standards

4.2.4   Develop effective lesson plans

PERFORMANCE STANDARD 4.3 :   EVALUATE INSTRUCTIONAL METHODS

4.3.1   Identify the characteristics and uses of specific types of instructional methods

4.3.2   Develop specific components of the lesson using appropriate instructional strategies

4.3.3   Explain the role of the teacher in developing critical thinking skills, appropriate questions, and metacognition

PERFORMANCE STANDARD 4.4 :   EXPLORE APPROPRIATE USES OF TECHNOLOGY

4.4.1   Evaluate instructional technology trends

4.4.2   Determine different types of technology integration

4.4.3   Compare and contrast benefits and limitations of technology in the learning environment

4.4.4   Describe ethical and cybersecurity considerations in lesson development

PERFORMANCE STANDARD 4.5 :   ANALYZE ASSESSMENT PRACTICES

4.5.1   Recognize the value of assessment for learning impact and improvement

4.5.2   Distinguish between formative and summative assessment

4.5.3   Create examples of assessments based on student learning objectives

4.5.4   Describe the rationale teachers use when choosing appropriate assessment strategies

4.5.5   Develop improvement plans based on assessment results

4.5.6   Discuss the role of grading in relation to assessment

CONTENT STANDARD 5.0 : MANAGE THE LEARNING ENVIRONMENT

PERFORMANCE STANDARD 5.1 : EXPLORE MANAGEMENT PRACTICES

5.1.1   Discuss the meaning and importance of management of the learning environment

5.1.2   Explore the foundational theorists of management of the learning environment (e.g., Skinner, Redl and Wattenberg, Kounin, Dreikurs, etc.)

5.1.3   Analyze management of the learning environment scenarios and strategies for all learners

5.1.4   Explore the components of a management plan that minimizes behavioral challenges (e.g., planning, rules, procedures, consistency, etc.)

PERFORMANCE STANDARD 5.2 : DEVELOP RULES AND PROCEDURES

5.2.1   Distinguish the difference between rules and procedures

5.2.2   Develop a set of rules to enhance the learning environment

5.2.3   Examine the need for progressive discipline

5.2.4   Develop procedures to create effective learning environments

PERFORMANCE STANDARD 5.3 : CREATE SAFE LEARNING ENVIRONMENTS

5.3.1   Create an environment that is physically, emotionally, and intellectually safe

5.3.2   Recognize signs, symptoms, and the responsibility of a mandated reporter as it pertains to abuse, neglect, and bullying

5.3.3   Describe the functions of regulatory agencies

5.3.4   Demonstrate active supervision and interactions with learners to ensure safety

5.3.5   Investigate bullying and cyberbullying prevention strategies and resources

5.3.6   Utilize developmentally appropriate strategies to promote social and emotional health

5.3.7   Evaluate materials, furniture, and equipment for assurance of a safe environment

5.3.8   Perform emergency, safety, health, and security procedures

PLEASE NOTE: THESE STANDARDS HAVE BEEN CROSSWALKED TO THE NEVADA ACADEMIC STANCARDS, ALIGNED TO THE NEVADA MATHEMATICAL PRACTICES, AND CROSSWALKED TO THE COMMON CAREER TECHNICAL CORE STANDARDS.